

VISIT...

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Tutor Teaching Tips

Lesson 7: Mm • Part 1

MATERIALS

Letter page

Introducing the letter Mm



10–15 minutes

Show the child the letter page for *Mm*. Tell the child that this is the letter *m* and that it stands for the /m/ sound in the word *mop*. Ask the child to trace the upper and lower-case letter on the page with his/her finger as he/she says the sound of the letter (not the letter name). Tell the child that he/she can also hear the /m/ sound at the ends of some words. Say the word *farm* and ask the child where he/she hears the /m/ sound.

Picture cards

Spread the picture cards out on the table. Ask the child to group the pictures into words that begin with the /m/ sound in one stack and those that end with the /m/ sound in another.

Game cards; Game board; Markers

Place the game cards in a stack. Have the child draw a card and read the word. If the child can read the word correctly, he/she can move the number of spaces indicated on the card. If the child cannot read the word, he/she does not move on the board. It is then your turn to draw a card.

Blend Words



5–8 minutes

Letter cards: *m, a, n*; Workmat

Line up the letter cards *m*, *a*, and *n* under the row of three boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of each letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word (/mmm/ /aaa/ /nnn/: *man*). Encourage the child to hold each sound for a full second. Repeat several times.

Letter cards: *m, o, a, m, T*

Repeat the process with the letter cards *m*, *o*, and *m*, and then with *T*, *a*, and *m*. Encourage the child to hold all the sounds except /t/ for a full second (/t/ /aaa/ /mmm/: *Tam* and /mmm/ /ooo/ /mmm/: *mom*).

Letter cards: complete set

Ask the child to use the letter cards to make two- and three-letter words. Have the child make as many words as he/she can in a minute. After the child makes a word, have him/her read the word. Allow nonsense words as long as the child can sound them out.

Flash cards: *did, go, had, have, it, must, of, was, you*

Teach High-Frequency and Story Words



5–8 minutes

Show the child the new high-frequency word flash cards: *did, go, had, have, it, must, of, was, you*. Read the words to the child while you hold up the cards. Have the child look at each card and repeat the word. Then hold up each card one at a time, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and spell it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards.

Flash cards: *around, floor, sound*

Show the child the story word flash cards: *around, floor, sound*. Read each word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Flash cards: complete set

Add the rest of the high-frequency word flash cards to the stack and have the child practice reading all of the words several times.

Tutor Teaching Tips

Lesson 7: Mm • Part 2

MATERIALS

Letter page

Workmat;
Letter cards:
m, a, d

Flash cards

Practice sheet

Decodable book:
Matt Will Mop

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the letter and its sound. Ask the child to say some words that start with /m/.

Have the child line up the letters *m*, *a*, and *d* under the row of three boxes on the workmat. Have the child say each sound as he/she pushes each letter into a box. Then have the child say the word, holding the sounds except for /d/ for a full second (/mmm/ /aaa/ /d/: *mad*).

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the new words in row 1 of the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask the child what Matt did with the mop.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book on his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

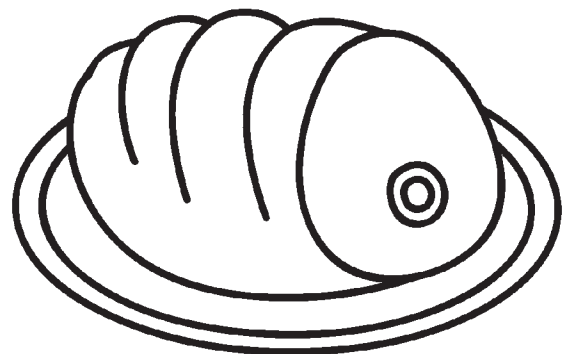
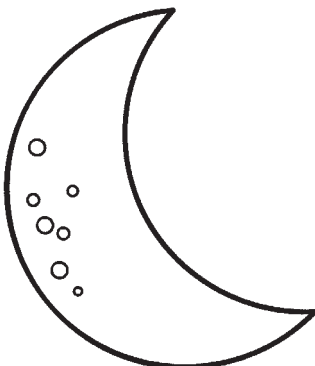
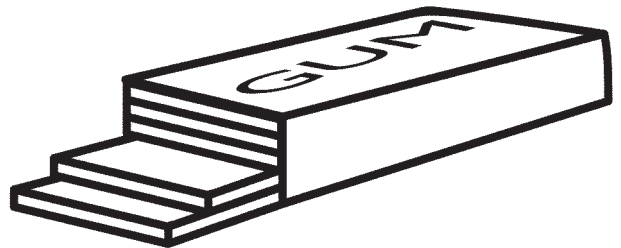
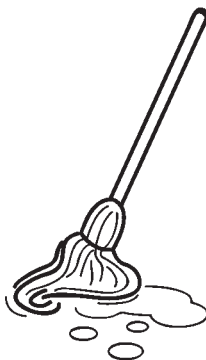
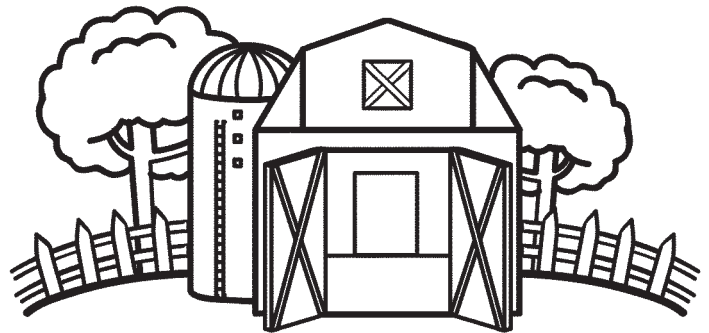
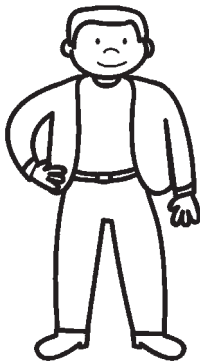
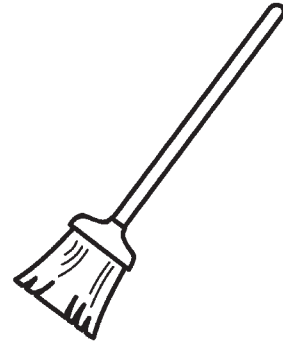
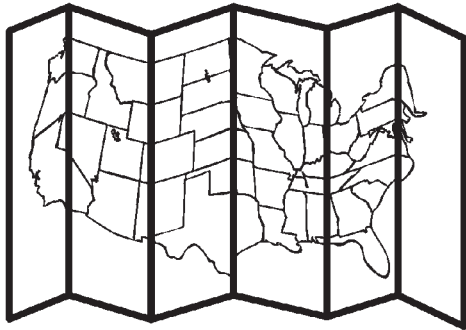
Optional Activity

If time permits, play the game from Part 1 again.

M m



m o p



sat

2

man

4

pop

3

tap

2

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Ron

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2

Dan

3

mom

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mat

4

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3

tan

1

pan

1

Sam

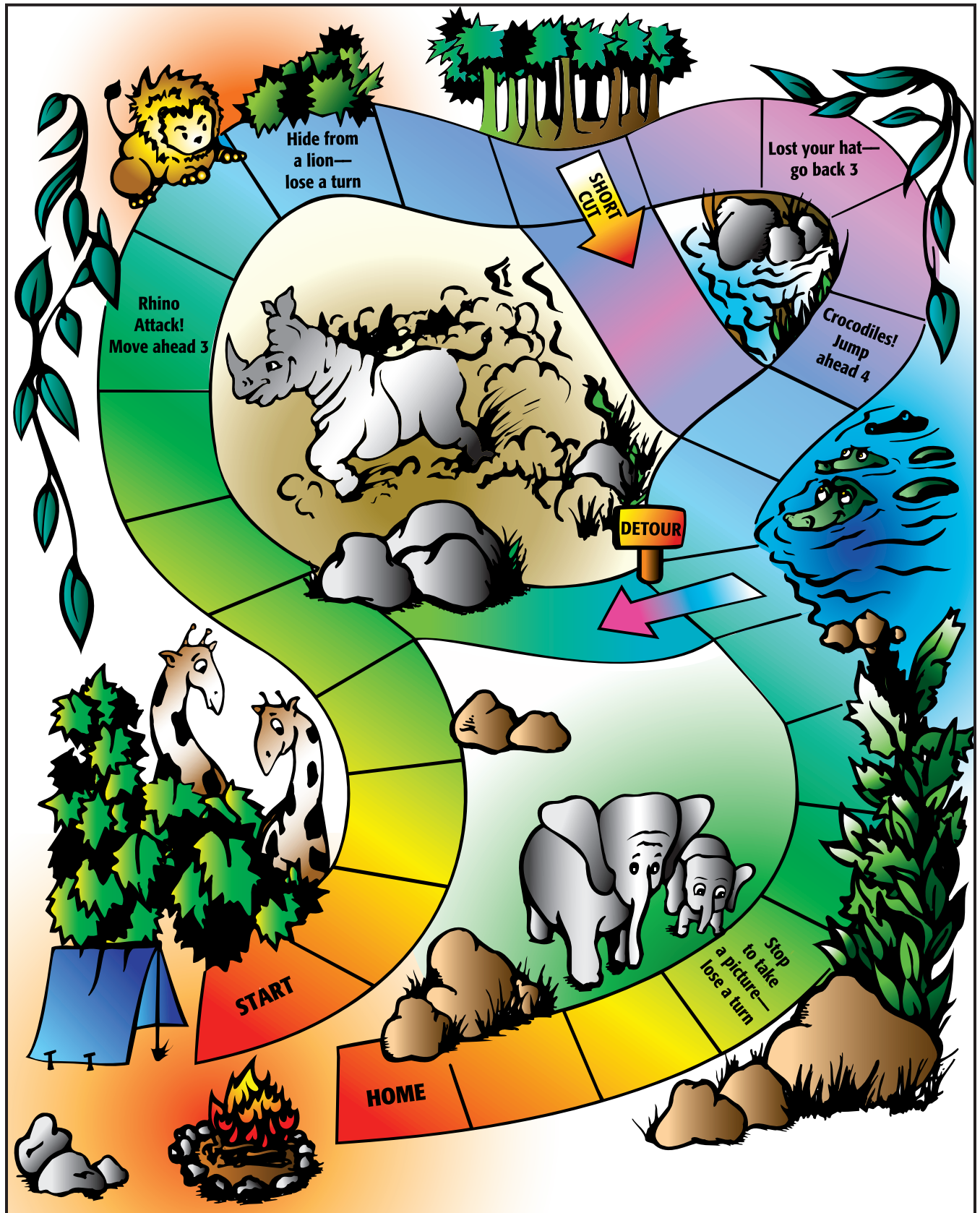
4

ram

4

pat

2



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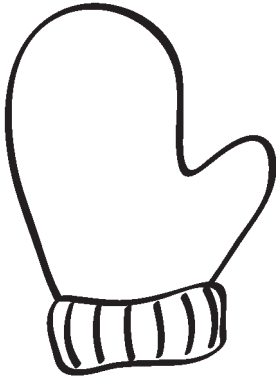
floor

sound

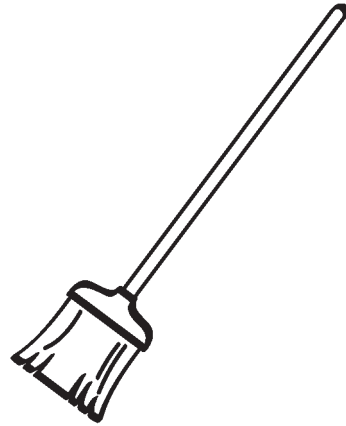
INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Matt • mop • man • mad • Pam Sam • dam • Tom • mom
2 Reviewed words	not • said • sad • sat • ran tap • top • pot • pass • Pat
3 New h-f words	did • go • have • was • it had • must • you • of
4 Reviewed h-f words	are • do • get • like • she • the to • will • he • want • said
5 Phrases	Pam with Sam Matt did not Pam, Sam, and Mom
6 Sentences	Matt is mad at Mom. Pam and Sam sat with you.

INSTRUCTIONS: Have the child color the pictures that have the /m/ sound in the beginning red, color the pictures that have the /m/ sound in the middle green, and color the pictures that have the /m/ sound at the end blue.



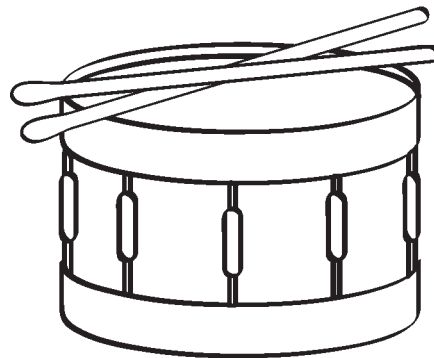
mitten



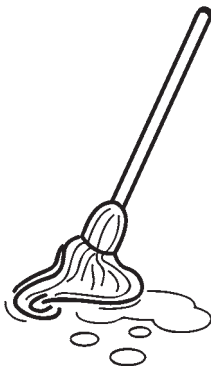
broom



numbers



drum



mop



watermelon